DOCUMENT RESUME

ED 257 848 TM 850 289

AUTHOR	Wallace, Sherry; And Others
TITLE	Chapter I, Chapter II, And State Compensatory Education Program Evaluations, 1983-84.
INSTITUTION	Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE	Dec 84
NOTE	36p.; Small print in 2 page program summary chart.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Block Grants; *Compensatory Education; *Computer Assisted Instruction; Correctional Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Parochial Schools; Preschool Education; *Program Evaluation; *Remedial Mathematics; *Remedial Reading; *School Districts; State Programs; Tutorial Programs
IDENTIFIERS	*Education Consolidation and Improvement Act 1981; *Fort Worth Independent School District TX

ABSTRACT

This report contains administrative summaries for program evaluations of these 11 1983-84 Chapter I, Chapter II, and state compensatory education programs in the Fort Worth Independent School District, Texas. The programs evaluated are the Elementary Resource Teacher/Aide Program; the Chapter I Parochial Reading and Mathematics Program; the Chapter I Golden Gate Day Care Center; the Timeshare Computer Assisted Instruction Program at E.M. Daggett Elementary School; the Chapter II block grant; the Elementary Computer Assisted Instruction (CAI) Program; the Prekindergarten Program; the Chapter I Secondary Reading/Math/CAI Programs; the Early Childhood Summer Roundup Program; the Neglected and Delinquent Program; and the Chapter I Home-School Coordinator, Social Worker Program. Each summary contains program costs and cost per pupil, number of pupils, staff, funding source, school names, program description, population served; objectives, research findings, conclusions, and recommendations. A summary chart includes each program, program costs, program description, program impact rating, and program results. Students participating in these programs gained one month or more per month of instruction in 80 percent of the program and grade levels involved. (BS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257848

CHAPTER I, CHAPTER II,
AND STATE COMPENSATORY EDUCATION
PROGRAM EVALUATIONS
1983-84

DEPARTMENT OF RESEARCH
AND EVALUATION

TM 850 287

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position o. policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Wallace

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

2 BEST COPY

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CHAPTER I, CHAPTER II, AND STATE COMPENSATORY EDUCATION PROGRAM EVALUATIONS 1983-84

Sherry Wallace, Sharon Hardeman,
and Barry Rutherford, Evaluators

Dan Powell, Director
Department of Planning, Research and Evaluation

December 1984

FOREWORD

The 1983-84 year marked another successful effort in FWISD compensatory programs. Students participating in these programs gained a month or more per month of instruction in 80% of the programs and grade levels involved. In the Resource Teacher Program, for example, students gained an average of 1.1 month's growth per month, and closed some of the gap between Chapter I and district-wide achievement levels.

The Chapter I prekindergarten program was expanded to the point of being one of the larger and more successful programs in the country. The differentiated staffing pattern used in the prekindergarten classes has provided a cost-effective means to extend services to more four-year-old children.

Once again, overall results point toward the success of the district's Site-Based Management emphasis, providing school staffs and communities the option to select programs from a menu to meet building-level needs.

Dan Powell
Director of Planning,
Research and Evaluation

SUMMARY OF CHAPTER I AND II PROGRAM EVALUATIONS

PROGRAM	COST OF PROGRAM	COST PER PUPIL	PROGRAM DESCRIPTION	RATING*	PROGRAM RESULTS
Resource Teacher	$ 850,729	$ 412.00	Eligible students attended daily remedial reading and/or math classes in addition to regular reading/math classes. The Resource Teacher or aide coordinated instruction with the regular classroom teacher to insure a meaningful sequence.	3	The program was effective and students demonstrated gains from 8 months to 1 year and 3 months. Math gains ranged from 9 months to 1 year and 3 months.
Parochial	144,537	688.00	Small group instruction in reading was provided to eligible Chapter I students in grades K-7.	3	The program was highly effective. Students demonstrated an average of nine percentile points gain from pre- to posttest in all grades except grade 8 in reading and all grades except grade 6 in math.
Golden Gate Day Care Center	27,668	1,383.00	Eligible students in a privately owned day care center received services similar to the FWISD pre-kindergarten program.	4	Students at Golden Gate Day Care scored as well as comparable FWISD students by attaining 9 out of 10 objectives on the PreK Screening Evaluation.
Timeshare	33,736	156.00	Eligible students received drill and practice in reading and/or math for 20 minutes per day, two days per week for each subject. Eight Dolphin computers with software provided the practice while students were supervised by an instructional aide.	0	The program was in operation five months and achievement gains were less than the previous year's gains.
Chapter II	$ 527,462	$ 7.36	Chapter II of the Educational Consolidation and Improvement Act of 1981 provided a block grant to be used to improve education. Eleven private schools and most of the FWISD schools used the money to purchase microcomputers, materials, and special projects such as teacher training and office data management.	3	Funds and/or materials were allocated to public schools whose proposals were accepted by the Computer Committee and to participating private schools. The microcomputer purchases have placed the district in an advantageous position in regard to knowledge of implementation procedures and software problems.
CAI Elementary	304,434	785.00	The program provided drill and practice in language, math and reading to educationally disadvantaged students. Small groups of students attended computer labs for twenty minutes daily on the terminals	3	Students demonstrated gains of a year or more in math in all grades, except first. Reading gains of a year or more were attained in grades 2, 3, and 5.

BEST COPY

PROGRAM	COST OF PROGRAM	COST PER PUPIL	PROGRAM DESCRIPTION	RATING*	PROGRAM RESULTS
Prekindergarten	2,603,722	1,537.00	Students were served in classes of 22 with an adult ratio of one to eleven. The full day program provided structured lessons for about one hour per day. The curriculum focused on the development of four major areas: visual, motor, auditory, and language processes.	4	Four year old students attained, on the average, 90% of the objectives on the Prekindergarten Screening Evaluation.
Secondary Reading/Math/ CAI Programs	$ 572,050	338.[illegible]	Students received direct instruction from a teacher and/or aide during a forty-five minute daily period as well as practice on the computer in classes which had them.	3	Secondary students attained a year and one month gain from pre- to posttest in reading. Math gains were greater in grade 7 with 1 year, two months gain while sixth graders attained a gain of eight months.
Early Childhood Summer Roundup	75,311	$ 80.89	Four and five year olds participated in a 19 day summer half-day program which focused on introduction to school. Students also received health screening and necessary immunizations for school entry.	4	Students attained a gain of 2.2 objectives from pre- to posttest which was a slight increase above last summer's students' scores. All students were screened and immunizations were provided.
Neglected/Delinquent	17,083	247.58	Tutors provided academic aid after school to students residing in 2 residential institutions for students with emotional or behavioral problems	1	There was little impact on reading and math achievement scores. The population at both sites is extremely mobile; evaluation results may not reflect the actual impact of the program.
Home-School Coordinator	123,731	164.09	Services were provided to pupils in 17 schools. The Home-School Coordinator staff provided services to obtain social services, improve student attendance, and improve academic progress.	0	Percent of attendance reports for the 17 schools involved in the program indicated a slight drop in attendance from the 1982-83 school year. No results could be reported concerning the tutorial program because of inadequate test data.

*Rating Scale Used in Evaluation Program Impact

0	1	2	3	4
Negligible Impact	Some Impact	Average Impact	High Impact	Exceptional Impact

BEST COPY

FORT WORTH INDEPENDENT SCHOOL DISTRICT

ELEMENTARY RESOURCE TEACHER/AIDE PROGRAM
1983-84

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

October 1984

ADMINISTRATIVE SUMMARY

Elementary Resource Teacher/Aide Program
1983-84

OWNERS' CODE:	524	COST PER PUPIL:	$412
COST OF PROGRAM:	$850,729	FUNDING SOURCE:	SCE and Chapter I
NUMBER OF PUPILS:	2,065		
STAFF:	24.5 Teachers 22.5 Aides	SCHOOLS:	30 (See Back)

DESCRIPTION: The Resource Teacher Program provided supplemental reading and math instruction to eligible Chapter I students. Each teacher served approximately 55 students during six forty-five minute periods daily. Regular classroom teachers provided weekly input as to curriculum needs of Chapter I students, so that instruction followed a meaningful sequence.

POPULATION SERVED: All eligible Chapter I students in the schools listed.

OBJECTIVE: Students will demonstrate a gain of 7-9 months from spring to spring Iowa Test of Basic Skills (ITBS) in reading or math as appropriate.

RESEARCH FINDINGS: The Resource Teacher students demonstrated ITBS reading gains from 8 months to 1 year and 3 months. Math gains were also strong and ranged from 9 months to 1 year and 3 months. The achievement gap between Resource Teacher students and FWISD students was reduced at three grades (3rd, 4th, and 5th) in reading and at two grade levels (4th and 5th) in math. The achievement gap has been reduced at specified grade levels for the last two years.

CONCLUSIONS: The Resource Teacher Program was very effective and students attained the objectives at or above the specified level. The closing of the gap between Chapter I students and district students mean percentiles in basic skills establishes a positive trend which demonstrates that Chapter I programs are making a difference.

Program Manager: J. D. Shipp
Evaluator: Sherry Wallace
Research and Evaluation
Date: October 29, 1984

01 Sringdale
07 Morningside
08 DeZavala
09 Charles Nash
10 E. M. Daggett
12 Sam Rosen
13 Circle Park
15 Denver Avenue
18 George Clarke
26 Washington Heights
27 W. J. Turner
33 Hubbard
38 Oakhurst
40 Meadowbrook
42 H. V. Helbing
43 S. S. Dillow
50 Glen Park
55 Mitchell Blvd.
57 M. H. Moore
61 Eastland
62 Burton Hill
67 A. M. Pate
71 Kirkpatrick
73 Como
75 Versia L. Williams
76 Maude I. Logan
78 Maudrie M. Walton
79 Van Zandt-Guinn
81 Sunrise
82 Carroll Peak

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CHAPTER I PAROCHIAL READING AND MATHEMATICS PROGRAM
1983-84

Marie Dowling, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

June 1984

ADMINISTRATIVE SUMMARY

CHAPTER I PAROCHIAL READING AND MATHEMATICS PROGRAM
1983-84

OWNER'S CODE:	531	COST PER PUPIL:	$688.27
COST OF PROGRAM:	$144,537	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	210	SCHOOL:	Six (see back)
STAFF:	4 Teachers 2 Aides		

DESCRIPTION: Small group instruction in reading and mathematics was provided to eligible Chapter I students during the 1983-84 school year. Students in grades K-7 were provided supplemental remedial instruction during the regular school day.

POPULATION SERVED: All eligible students residing in a Chapter I public school attendance area and enrolled in one of the six parochial schools named.

OBJECTIVES: Students will demonstrate an increase in percentile scores from pre to post standardized tests on the average by nine points.

RESEARCH FINDINGS: Students in all of the grades raised the percentile mean from pre to posttest with the exception of grade 8 in reading. The objective was attained for reading in all grades except eighth. The objective was attained for math in all grades except sixth. The mean gains ranged from 8 to 25 percentile points.

CONCLUSION: The program was effective in attaining the objectives. All but two of the parochial school grade levels raised their pretest mean scores beyond the stated objective of nine points.

Program Manager: Sister Bonaventure
Evaluator: Marie Dowling
Research and Evaluation
Date: May 29, 1984

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CHAPTER I GOLDEN GATE DAY CARE CENTER
1983-84

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

June 1984

ADMINISTRATIVE SUMMARY

CHAPTER I GOLDEN GATE DAY CARE CENTER PROGRAM
1983-84

OWNER'S CODE:	542	COST PER PUPIL:	$1383
COST OF PROGRAM:	$27,668	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	20	SCHOOL:	Golden Gate Day Care Center
STAFF:	1 Teacher 1 Aide		

DESCRIPTION: Twenty children in the privately owned Golden Gate Day Care Center received services similar to those received by children in the public FWISD prekindergarten program.

POPULATION SERVED: Children who were four years old prior to September 1, 1983, and scored a 7 or less on the Prekindergarten Screening Evaluation (PSE).

OBJECTIVES: It was expected that children would show growth in cognitive development equal to or greater than that of children in similar FWISD programs.

RESEARCH FINDINGS: Golden Gate Day Care students missed one out of the ten objectives on the PSE as compared to 1 out of ten objectives missed by FWISD students. Golden Gate Day Care students did score as well as comparable children in similar FWISD programs.

CONCLUSION: Golden Gate Day Care students attained their achievement objective.

Program Manager: Anna Perez
Evaluator: Sherry Wallace
Research and Evaluation
Date: June 15, 1984

FORT WORTH INDEPENDENT SCHOOL DISTRICT

TIMESHARE COMPUTER ASSISTED INSTRUCTION PROGRAM AT E. M. DAGGETT ELEMENTARY SCHOOL

Sherry Wallace, Evaluator

Dan Powell, Director
Planning, Research and Evaluation Department

June 1984

ADMINISTRATIVE SUMMARY

TIMESHARE COMPUTER ASSISTED INSTRUCTION PROGRAM

1983-84

OWNER'S CODE:	525	COST PER PUPIL:	$156.19
COST OF PROGRAM:	$33,736	FUNDING SOURCE:	SCE and CHAPTER II
NUMBER OF PUPILS:	216	SCHOOL:	410, E.M. Daggett
STAFF:	1 Aide		

DESCRIPTION: The Chapter II funds provided eight computer terminals, a Dolphin computer, computer software, and technical assistance to the program at E. M. Daggett Elementary. A total of 216 students participated 20 minutes two days per week in the supplementary program. The program began in January allowing five month's instructional use.

POPULATION SERVED: Students in grades two, three, four, and five who scored from the 25%ile to the 55%ile in reading or math on ITBS (April, 1983).

OBJECTIVES: The objective was that this year's Timeshare students achievement would be the same or greater than last year's Timeshare students.

RESEARCH FINDINGS: Timeshare students demonstrated an eight months gain in reading and a year's gain in math over the year's regular instruction supplemented for five months by CAI. These achievement gains were less than last year's Timeshare students demonstrated at grade 3 in reading and grade 5 in math. Daggett school-wide grade level ITBS means increased in grades 3, 4, and 5 in math and in grade 4 in reading.

CONCLUSIONS: The third year of the Timeshare CAI Program operation has shown results consistent with past findings. While five months implementation is not a full trial for a program, program participants failed to gain more on testing instruments than they would otherwise be expected to gain.

RECOMMENDATIONS: The research findings do not support continuation of the Timeshare CAI Program. Due to the fact that for the last two years, the program did not have a full year's implementation and that the staff strongly supports the program, it is recommended that the program be continued another year with the assurance of a complete nine months operation in the future.

Program Manager: Emma J. McCormack
Evaluator: Sherry Wallace
Research and Evaluation

FORT W RTH INDEPENDENT SCHOOL DISTRICT

CHAPTER 2

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research, and Evaluation

July, 1984

CHAPTER 2

1983-84

OWNER'S CODE:	364	COST PER PUPIL:	$7.36
COST OF PROGRAM:	$527,462	FUNDING SOURCE:	Chapter 2
NUMBER OF PUPILS:	68,563	SCHOOL:	All public schools
STAFF:	None		11 private

DESCRIPTION: Chapter 2 of the Educational Consolidation and Improvement Act of 1981 consolidated 28 program authorities into one block grant. The entitlement could be spent on educational improvement at the local district's discretion. It was the intent of Congress to assist LEA's to improve education for children attending both public and private schools and to do so in such a way as to reduce the administrative and paperwork burden.

POPULATION SERVED: All students in public schools and all students of the private schools who chose to participate in the funding source.

OBJECTIVES: The schools will use the funds to develop basic skills, improve education, or to develop special projects.

RESEARCH FINDINGS: The funds were appropriated to eleven private schools to be used to improve education. The funds were spent by public schools to purchase instructional materials to improve education and to purchase microcomputers for special projects such as teacher training, office data management, and student instruction.

CONCLUSION: The Chapter 2 funds were allocated to public and private schools to improve education and to fund special projects. The microcomputer purchases have placed FWISD in an advantageous position related to the requirements of House Bill 246 and the Educational Reform Act. The district has solved many of the implementation and software problems and computers are in place in most schools.

Program Manager: Leon Fanning
Evaluator: Sherry Wallace
Research and Evaluation
Date: July 9, 1983

FORT WORTH INDEPENDENT SCHOOL DISTRICT

ELEMENTARY COMPUTER ASSISTED INSTRUCTION (CAI) PROGRAM
1983-84

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

October, 1984

ADMINISTRATIVE SUMMARY

Elementary Computer Assisted Instruction (CAI) Program
1983-84

OWNER'S CODE:	540	COST PER PUPIL:	$785
COST OF PROGRAM:	$304,454	FUNDING SOURCE:	SCE & Chapter I
NUMBER OF PUPILS:	388	SCHOOLS:	7 (See Back)
STAFF:	4 Teachers 7 Aides		

DESCRIPTION: The CAI program provided supplementary drill and practice in language, math and/or reading to educationally disadvantaged students in seven Chapter I schools. Three staffing patterns were employed in the lab settings: 1) a teacher and an aide, 2) a teacher only, and 3) an aide only. Eight to 16 eligible Chapter I students spent 20 minutes daily on the terminals, generally participating in two subject areas as their needs required.

POPULATION SERVED: All eligible students in the seven Chapter I schools named.

OBJECTIVE: The students will demonstrate a gain of 7-9 months from spring to spring on the Iowa Tests of Basic Skills (ITBS) in reading, math or language as appropriate.

RESEARCH FINDINGS: The ITBS achievement gains for CAI students were excellent in all three subject areas. The math gains ranged from one year to two years, five months. The reading gains ranged from six months to one year, three months. The language gains ranged from seven months to one year, seven months. All three staffing patterns produce positive achievement gains, although costs differed. The least expensive approach, staffing CAI labs with aides, produced gains equal to and/or surpassing those of other staffing patterns.

CONCLUSIONS: The Elementary CAI Program results show 1983-84 was a successful year. The ITBS gains were positive in all three subject areas.

RECOMMENDATIONS: Based on the success of the 1983-84 CAI program, it is recommended that: 1) emphasis be given to creating CAI lab settings staffed only by an aide, as an alternative to a more costly staffing pattern, and 2) teachers strive to narrow the achievement gap between Chapter I students and district students.

Program Manager: LaVerne Henry
Evaluator: Sherry Wallace
Date: October, 1984

#03 Worth Heights

#07 Morningside

#13 Circle Park

#20 D. McRae

#25 Diamond Hill

#27 W. J. Turner

#42 H. V. Helbing

FORT WORTH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN PROGRAM
1983-84

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

October 1984

ADMINISTRATIVE SUMMARY

PREKINDERGARTEN PROGRAM
1983-84

OWNER'S CODE:	526	COST PER PUPIL:	$1,537
COST OF PROGRAM:	$2,604,483	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	1,694	SCHOOLS:	29 (See back for listing)
STAFF:	68 Teachers 98 Aides		

DESCRIPTION: The prekindergarten classes usually had 22 four year olds, one teacher and an aide. In differentiated staffing, classes had two aides with one teacher (33 students), or two aides per classroom (22 students) with one teacher supervising two or more classrooms. Structured lessons were limited to one hour per day and were provided in small groups. Areas of learning included visual, auditory, motor and language skills. Generally, the teachers and aides taught four groups daily.

POPULATION SERVED: Pupils who were: 1) four years olds prior to September 1, 1983, 2) resided in a Chapter I attendance area and 3) scored seven or less items correct on the Preschool Screening Evaluation (PSE).

OBJECTIVES: There were two objectives: 1) students would show pre to post gains as measured by items correct on the PSE; and 2) Early Childhood Specialists would promote parent involvement by working with the teachers in developing skills in parent-teacher conferences, providing newsletters, brochures and handouts for parents and teachers.

RESEARCH FINDINGS: The prekindergarten students attained, on the average, 90% of the program objectives. The objectives were measured pre to post with the Prekindergarten Screening Evaluation. The mean pretest score was four and the mean posttest score was nine out of the ten items measured. The results were exactly the same as the last two years. The prekindergarten program was expanded to serve 344 more children while reducing the cost per child by $97.00. The reduction in cost per pupil was accomplished by increasing class size from 20 to 22 and using more instructional aides supervised by a teacher. Sustained effect studies show students with prekindergarten experience scored an average of one month higher than comparable students on kindergarten and grade one ITBS.

CONCLUSION: The prekindergarten program has consistently demonstrated outstanding achievement of the objectives. The prekindergarten program was expanded to serve more students while reducing the overall cost per child. Positive academic effects of the FWISD prekindergarten program are sustained at least through grade one.

RECOMMENDATIONS: Continued expansion of prekindergarten classes should use one of the approved differentiated staffing patterns. Special training for aides and staff should be provided regularly, so that as classes are added, highly qualified staff will be available. It is further recommended that the Early Childhood Specialists concentrate staff training in those schools which fell one point or more below the district mean gain on the Preschool Screening Evaluation.

Program Manager: Anna Perez
Evaluator: Sherry Wallace
Date: October 1984

Prekindergarten Classes in Schools:

#03 Worth Heights
#07 Morningside
#08 DeZavala
#09 Charles Nash
#10 E. M. Daggett
#12 Sam Rosen
#14 M. G. Ellis
#15 Denver Ave.
#18 George Clarke
#20 D. McRae
#25 Diamond Hill
#26 Washington Heights
#27 W. J. Turner
#33 Hubbard
#42 H. V. Helbing
#43 S. S. Dillow
#50 Glen Park
#55 Mitchell Blvd.
#57 M. H. Moore
#61 Eastland
#67 A. M. Pate
#71 Kirkpatrick
#73 Como
#75 Versia Williams
#76 Maude Logan
#78 Maudrie M. Walton
#79 Van Zandt-Guinn
#81 Sunrise
#82 Carroll Peak

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CHAPTER I SECONDARY READING/MATH/CAI PROGRAMS
1983-84

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

October 1984

ADMINISTRATIVE SUMMARY

Chapter I Secondary Reading/Math/CAI Programs
1983-84

OWNER'S CODE:	532	COST PER PUPIL:	$338
COST OF PROGRAM:	$572,050	FUNDING SOURCE:	Chapter I, State Compensatory Education
NUMBER OF PUPILS:	1,693		
STAFF:	14.5 Teachers 7 Aides	SCHOOLS:	8 (see back)

DESCRIPTION: Chapter I eligible sixth and seventh graders received instruction in reading or math for a forty-five to fifty-five minute period daily. The Chapter I teachers and aides served as the only reading or math teacher for the eligible students. Reading classes were held at Rosemont, William James, J. P. Elder, Riverside, Forest Oak, Morningside, Dunbar 6th, Meacham and Dunbar 7/8. Computer assisted instruction was provided in reading or math, as determined by each campus staff.

POPULATION SERVED: Chapter I eligible pupils (those scoring at the 25th percentile or below on the ITBS) in sixth and seventh grades were served in the schools named.

OBJECTIVES: Students participating in the Secondary Reading/Math Programs will demonstrate a gain of seven to nine months on the spring to spring ITBS reading and/or math subtests.

RESEARCH FINDINGS: The Secondary Reading Program sixth and seventh grade students demonstrated over a year's gain. The Secondary Math results were excellent at grade seven, where students demonstrated a year and one month's gain. Sixth grade math students demonstrated seven months' gain.

CONCLUSION: The Secondary Reading Program was successful in terms of helping students achieve gains of more than a year on a standardized reading test. The Secondary Math Program was extremely successful for seventh grade students but somewhat less successful with sixth grade students. This is the second year reading and seventh grade math gains have been outstanding. The Site-Based Management emphasis of having local campus level staffs develop their own programs for meeting student needs in their communities has increased the diversity of programs and has contributed greatly to the programs' success.

Program Managers: Millicent Jones/LaVerne Henry
Evaluator: Sherry Wallace
Date: October, 1984

#152 Rosemont
#154 William James
#157 J. P. Elder
#158 Riverside
#160 Forest Oak
#161 Morningside
#164 Dunbar 5/6
#165 Meacham
#168 Dunbar 7.8

FORT WORTH INDEPENDENT SCHOOL DISTRICT

EARLY CHILDHOOD SUMMER ROUNDUP PROGRAM
1984

Sharon Hardeman, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

October 1984

ADMINISTRATIVE SUMMARY

EARLY CHILDHOOD SUMMER ROUNDUP PROGRAM
SUMMER 1984

OWNER'S CODE: 522
COST OF PROGRAM: $75,311
NUMBER OF PUPILS: 931
STAFF: 29 teachers, 65 aides, 7 nurses

COST PER PUPIL: $80.89
FUNDING SOURCE: CHAPTER I & QUALITY FUNDS* 27 (SEE BACK)

DESCRIPTION: Four and five year old students participated in a twenty day summer program which focused on an introduction to preparatory academic skills; visual and auditory awareness, fine and gross motor skills, ability to share, take turns, and follow rules.

POPULATION SERVED: The program served children who were four years old on or before September 1, 1984 and have never attended public school. Additionally, they resided in a Chapter I school attendance area and scored 7 or below on the Prekindergarten Screening Evaluation.

OBJECTIVES: The objectives were as follows: (1) students would achieve four of ten objectives on the posttest using the Prekindergarten Screening Evaluation and (2) students would receive screening and necessary immunizations for school entry.

RESEARCH FINDINGS: Test summary sheets indicate that children made progress in preparatory academic skills by attaining an average of 52% of the ten objectives and gaining an average of 2.2 objectives from June 4 to June 20, 1984. Also, a large majority of the children received medical screening and immunizations as needed. Approximately 991 children were enrolled at the time immunizations were administered. The number of students receiving immunizations were as follows: DPT-132, Polio-134, MMR-18, and Rubeola-1.

SUMMARY: Objectives for the program were attained. Results indicate that this is an effective and beneficial program for preschool children.

RECOMMENDATIONS: It is recommended that the summer program for four and five year olds be continued.

Program Manager: Anna Perez
Evaluator: Sharon Hardeman
Research and Evaluation
Date: October 1984

BEST COPY

Summer Roundup Schools:

#3	Worth Heights
#7	Morningside
#8	De Zavala
#9	Charles Nash
#10	E. M. Daggett
#14	*M. G. Ellis (Site of Quality Funds from Lenver Ave. and Circle Park)
#18	George Clarke
#20	D. McRae
#23	Sagamore Hill
#25	Diamond Hill
#27	W. J. Turner
#33	Hubbard
#42	H. V. Helbing
#43	S. S. Dillow
#50	Glen Park
#55	Mitchell Blvd.
#57	M. H. Moore
#61	Eastland
#67	A. M. Pate
#71	Kirkpatrick
#73	Como
#75	Vernia Williams
#76	Maude I. Logan
#78	Maudrie Walton
#79	Van Zandt-Guinn
#81	Sunrise
#82	Carroll Peak

BEST COPY

FORT WORTH INDEPENDENT SCHOOL DISTRICT

NEGLECTED AND DELINQUENT PROGRAM
1983-84

Barry Rutherford, Evaluator

Dan Powell, Director
Planning, Research and Evaluation

October 1984

ADMINISTRATIVE SUMMARY

Neglected and Delinquent Program
1983-84

OWNER'S CODE:	527	COST PER PUPIL:	$247.38
COST OF PROGRAM:	$17,083	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	69	SCHOOLS:	Lena Pope Home
STAFF:	5 Teachers		St. Teresa's Home

DESCRIPTION: Eligible Chapter I students on the campuses of Lena Pope Home and St. Teresa's Home were provided tutorial services in reading and mathematics by five teachers. Lena Pope Home and St. Teresa's Home are residential settings for students with emotional and/or behavioral problems. Students attended public schools or school on the institutional campus. Tutorial services were offered on a daily basis after school during the school year. Scheduling and identifying student needs were cooperative efforts of tutors and cottage parents. Individualized instruction in small groups was provided by the tutors.

POPULATION SERVED: All eligible Chapter I students residing in Lena Pope Home and St. Teresa's Home.

OBJECTIVE: Tutored students will demonstrate a gain of one month per one month of instruction in reading and mathematics as measured by pre- to posttest gain scores on the Wide Range Achievement Test (WRAT).

RESEARCH FINDINGS: The number of participants in the two project sites totalled 69. Pre- to posttest scores on the WRAT were available for 32 students. Reading scores indicated gains in grades 2, 4, and 6 through 10. Mathematics scores indicated gains in grades 2, 3, 5, 7, and 9. Reading showed a grade equivalent gain of 2.8 in grade 7 and 2.8 in grade 8; however, because of the number of pre-/posttest scores in these grades, (1 and 2 students respectively), a determination of objective attainment is meaningless. No other grades in reading or mathematics indicated attainment of the objective. The populations served at both project sites were highly mobile. Recordkeeping procedures need to accurately reflect the total number of children served and length of service throughout the project year.

CONCLUSIONS: The Neglected and Delinquent Tutorial Program had little impact on reading and mathematic achievement as recorded by results of pre-/posttest gain scores. These scores are based on insufficient numbers of students tested at each grade level and do not accurately reflect program impact. A revision of recordkeeping procedures and detailed reporting of program activities needs to be undertaken.

Program Manger: LaVerne Henry
Evaluator: Barry Rutherford

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CHAPTER I HOME-SCHOOL COORDINATOR, SOCIAL WORKER PROGRAM 1983-84

Sharon Hardeman, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

November 1984

ADMINISTRATIVE SUMMARY

Chapter I Home-School Coordinator,
Social Worker Program
1983-84

OWNER'S CODE:	533	COST PER PUPIL:	$164.09
COST OF PROGRAM:	$123,731.00	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	754	SCHOOLS:	17 (See Back)
STAFF:	3 Home School Coordinators 1 Social Worker (Sept.-Dec.)		

DESCRIPTION: Three Home-School Coordinators and one Social Worker provided services to Chapter I pupils in 17 schools. Services included obtaining social services for Chapter I families, improving parental support for pupils, improving student school attendance, and promoting academic progress.

POPULATION SERVED: The population served consisted of eligible Chapter I pupils in the 17 schools listed.

OBJECTIVES: Objectives for the Chapter I Home-School Coordinator, Social Worker Program were targeted toward improving Chapter I pupil attendance and tutoring Chapter I students in reading and math.

RESEARCH FINDINGS: During the 1983-84 school year, Home-School Coordinators provided service to 754 students. Percent of attendance reports for the 17 schools involved in the program indicated a slight drop in attendance from the 1982-1983 school year to the 1983-1984 school year. Results indicated that nine schools decreased in percent of attendance and eight increased in percent of attendance. Overall, the average percent of attendance for the past three years are as follows: 93.05% (1981-1982), 94.10% (1982-1983), and 93.88% (1983-1984).

No research findings can be reported for the math and reading tutorial program because of inadequate test data concerning its effectiveness.

CONCLUSIONS: The Chapter I Home-School Coordinator and Social Worker Program results indicated that the program was not effective for increasing attendance.

RECOMMENDATIONS: The Chapter I Home-School Coordinator and Social Worker Program should be discontinued for the following reasons:

1) H.B. 72 mandates that tutorial programs be offered after school for students scoring 70 and below in subject areas. Thus, Chapter I tutorial funds could be used in other areas.
2) There is no substantive data supporting tutorial impact.
3) There is no substantive data supporting attendance impact.

Program Manager: Ann Arnold
Evaluator: Sharon Hardeman
Research and Evaluation
Date: November 20, 1984

#010 Daggett
#020 D. McRae
#026 Washington Heights
#027 W. J. Turner
#033 Hubbard
#042 H. V. Helbing
#050 Glen Park
#057 M. H. Moore
#061 Eastland
#071 Kirkpatrick
#073 Como
#075 V. Williams
#164 Dunbar (5th & 6th)
#165 Meacham
#160 Forest Oak
#152 Rosemont
#154 William James